REFLECTIVE TEACHING IN THE ENGLISH TEACHING AND LEARNING PROCESS AT SMA NEGERI 5 KENDARI (A CASE STUDY)

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Abstract

The purpose of this study was to describe reflective teaching in the English Teaching and Learning process at SMA Negeri 5 Kendari. This study was a qualitative research with case study as the method of the study. The data were collected through questionnaire, interview, and observation while the data sources were taken from English teachers of SMA Negeri 5 Kendari that participate in this study. The result of the study indicated that the teacher was applying reflective teaching by using some strategies of reflective teaching. The teacher understood how they defined reflective teaching and recognized the importance of being reflective teacher. The teachers practiced reflective teaching by using some strategies of reflective teaching as suggested by Richards and Lockhart (1996). Lesson report, video recording, observation, action research, and students' feedback were strategies of reflective teaching that practiced by the teacher in this study. Moreover, based on the analysis of questionnaire and interview, teachers stated the importance of being reflective were teacher learnt new things while teaching; teacher learnt from his/her own experiences as a learner and teacher; they developed their teaching skills and continuously improve their knowledge. Hence, teachers realized learning situation in the classroom while it was boring or not. However, in doing reflective teaching, they had some difficulties such as lack of time and heavy workloads. On the other hand, in doing peer observation, they got difficulties in encouraging their colleagues who lacked of readiness and focus of being reflective.

Key-words: *Reflective teaching, reflective teaching strategies, reflective teaching difficulties.*

1. INTRODUCTION

Teaching is a complex and highly skill activity. Teaching is normally recognized as a profession (Wallace, 1991; Richards and Farrel, 2005). The term "profession" means that "a kind of occupation which can only be practiced after long and rigorous academic study (Wallace, 1991). Teaching as profession involves a considerable amount of challenges and decision-making. As professional, teachers are recommended to continually upgrade their understanding about their knowledge of teaching and learning. The knowledge of teaching and learning includes the knowledge about subject, learners, curriculum, pedagogic, teaching performance, context, and self-recognition as a teacher (Meijer et.al, 2001).

Teachers in their education program are informed of that knowledge relate to teaching and learning. However, after entering the real world of teaching, teachers still need to refresh and update their knowledge and skills in teaching. It must be done because teachers sometimes work in a complex ambiguous and dilemmatic classroom (Cimer and Palic, 2012). By updating skills, they can explain the material in the curriculum in a variety of ways to students who have diverse learning style (Silver, 2015). They also need superior interpersonal skills, such as patience and the ability to remind calm in stressful situations. Collaborative learning skills enable them to work productively with their colleagues. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest (Silver, 2015). In addition, the teachers can determine which methods are most comfortable with and which ones are more likely to ensure students success (Silver, 2015). However, most of the teachers lack information about what they have to do in the classroom (Richards and Lockhart, 1996). Richards and Lockhart said that the teachers rarely examine their

own teaching practices. Many teachers did not use their time to think about their actions in the teaching and learning process. They just wait until they were observed by the principle or supervisor who came to the classroom. Furthermore, a language teacher faced constantly diverse classroom situation, tires to adopt appropriate theory of learning, approach, technology, and tools and aids to create understanding in context. In doing so, teachers were drawn upon their experience and peer-experience to resolve the problems and issues through the process of reflection (Al-Ahdal and Al-Awaid, 2014). In addition, Parker (in Richards and Lockhart: 1996) stated that the experience teachers apply classroom routines and strategies almost automatically without involving a great deal of conscious think. Dealing with this, Richard and Farrel (2005) argued that teachers' competences can be developed by joining teacher workshop and training, keeping teaching journal and portfolios, having teacher support group, peer observation, and self-monitoring. Therefore, teachers must think and question about their goals and values in teaching and examining their teaching assumption.

The teacher development in this perception is actually base on the concept of reflective practice in teaching. Reflective teaching itself has various definitions. The definition is given by Bailey, et al (in Liu and Zhang, 2004). Bailey, et al (in Liu and Zhang, 2004) stated that reflective teaching as "the teacher's thinking about what happens in classroom lessons and thinking about alternative means of achieving goals and aims". It means that reflective teaching is used for teachers to think, analyze, and objectively judge their classroom action. Teachers find problems in real practice then attempt to find strategies and solutions to solve the problems through consideration and observation, in order to improve their teaching base on their teaching experience.

Reflective teaching was interpreted from an alternative context by analyzing teachers' perception of good teaching and learning (Cohn and Kottkamp, 1993 in Wu and Wu, 2014). Teachers assumed to understand learners' reality, to feel what the student feels, and to act in the students' interest. The above definition told that reflective teaching plays significant role in foreign language teachers' professional development. Furthermore, it was used by the teachers to improve their teaching practice.

In line with the background above, this study was attempted to address the research question namely "How does reflective teaching in the English teaching and learning process occur at SMA Negeri 5 Kendari?" with sub focuses questions of this study were:
1. How do the teachers practice on Reflective Teaching in the English teaching and learning process?
2. What are advantages in applying Reflective Teaching?
3. What are impediments that prevent teachers' reflection?

2. REVIEW OF RELATED THEORIES
A. Definition of Reflective Teaching
Reflection had become the part of teachers education programs, and terms such us 'reflective teaching', 'reflective practice', 'reflective thinking', 'the teacher as decision-maker', 'the teacher as researcher', and 'the teacher as reflective practitioner' are now widely used in a variety of educational context and informed by different kinds of theoretical frameworks (Calderhead and Gates, 1993; Bengtsson, 1995; Waks, 1999 in Cimer, Cimer, and Vekli, 2013).

Reflective teaching defined as "the teacher's thinking about what happens in classroom lessons and thinking about alternative means of achieving goals or aims" (Bailey, et al., 2004 in Liu and Zang, 2014). It was a means for teachers to think. Analyze and objectively judge their classroom action. Based on their teaching experience, teachers found problems in real practice, and then seek strategies and solutions to solve the problems through going consideration and observation, in order to improve their teaching.

Next, reflection or reflective teaching was "a movement in teacher education in which student-teachers or practicing teachers analyze their own practice and its underlying basis, and then consider alternative means to achieving their ends". It also defined as "an approach or a process in which practicing teachers and student-teachers collect data about teaching examine their attitudes, beliefs, assumptions, and teaching practices and use the information obtained as a basis for critical reflection about teaching" (Pennington, 1992 in Al-Ahdal and Al-Awaid, 2014). Simply, it meant

that the process of looking back and, after a scientific study and analysis of the classroom experience, engaging in research for remedial steps to move ahead in order to give the best possible learning to students, considering also what the students seek, reflecting on changes needed and finding suitable alternative method or technological tools.

Reflective teaching was refer to an approach to teaching and teacher education, which is based on the assumptions that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their own teaching experiences (Qing, 2009). Reflective teaching was one in which teachers and students-teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching (Richards, 1996 in Qing, 2009). Reflective teaching asked EFL teachers to stop, to slow down for noticing, analyzing, and inquiring on what they are doing. It told them to relate theory and practice, to evaluate both old and new teaching experiences, and to make interpretations on the situations encountered.

In addition, although researchers defined the term reflective teaching differently (Bartlett, 1990; Calderhead, 1989; Jay and Johnson, 2002), these various definitions can be clarified into five perspectives namely reflective teaching from a technical perspective, a contextual perspective, a social perspective, an experiential or deliberative perspective, and a critical perspective (Al Kalbani, 2007). Each of these perspectives will explore in greater detail below.

1) Technical perspective; reflective teaching from technical perspective meant that teachers when they reflect focus on strategies and methods use to predetermine goals (Bartlett, 1990). Then, reflective teaching in this perspective defined as the teacher's thinking about what occurs in the classroom lessons, and about possible means of achieving goals or aims (Cruickshank cited in Bartlett, 1990).

2) The contextual perspective; Teachers when they reflect within a contextual perspective can understand concepts, contexts, and theoretical bases for classroom practices and can defend those practices and articulate their relevance to student growth (Taggart and Wilson, 2005). Teacher's reflection involves clarification of and elaboration on the underlying assumptions and predispositions of classroom practice as well as consequences of strategies used.

3) The social perspective; reflective teaching in this perspective meant that reflection should not be viewed as a solitary process involving a teacher and his or her situation, but as a social process taking place within a learning community. Reflective teaching enhanced through collaboration and dialogue with colleagues (Pollard and Tann, 1993).

4) An experiential or deliberative perspective; in this view, teachers must develop a conscious awareness of the actions and ideas that shape their strategies and come to an understanding of their own values, beliefs and teaching experiences in making their decisions when they are doing reflection (Osterman and Kottkamp, 1993). It meant that teacher reflects do not only rely on what research says they must be doing, but they also consider their own practical theories, teaching experiences, values and beliefs in making their decision.

5) The critical perspective; in this perspective, teachers in their reflections did not only reflect on what works in the classroom, but they also examined the ethical and political consequences of their teacing (Zeichner and Liston, 1996). It meant that teachers have to move away from 'how to' questions, to the 'what' and 'why' questions which view instructional and meaningful techniques as a part of broader educational purposes rather than as end in themselves.

B. Process of Reflective Teaching

Liu and Zhang (2014) divided the process of reflective teaching into four phases:

1) Identification of problem: Teachers had to raise their awareness of finding out problems in their practice, which was the starting point of reflective teaching. They took a questioning and problematizing stance (Burns, 2011) towards their teaching, reviewing and questioning their teaching routine, their assumptions about their teaching approaches, their learners, their teaching contexts, or the philosophies or values that motivate what they do in the classroom (Burn, 2011), in order to identify problematic situations or issues worthy of investigation.

2) Observation and analysis: Once the problem was identified, teacher came into the phase of observation and analysis. Firstly, teachers had to collect the data, especially those concerning their own teaching practice through consulting literature, observing class, discussing, interview,

questionnaire, video recording, and so on. Then, teachers had to reflect on themselves critically, including their philosophy, practice, beliefs, values, attitude and affection. Finally, teachers had to analyze the causes of the problem and learn from others experience (Liu and Zhang, 2014).

3) Re-generalization: After analyzing the causes of the problem, teachers had to review their teaching activities, paying attention in the two aspects, namely teaching activity itself and students. Teachers must re-examine their philosophy on which their teaching activities are based, look for new ideas and strategies to solve the problems, on the basis of which formulate new assumption and new plan for action, thereby improving their teaching practice, forming new educational philosophies and solving problems (Liu and Zhang, 2014).

4) Actual verification: In this phase, teachers put the assumption and plan work out in the previous phase into teaching practice and verify their reasonableness according to the teaching effect. In this process, teaching practice can be improved and teachers can attain their self-development (Liu and Zhang, 2014).

In short, based on the above explanation in the process of reflective teaching, teachers had to construct initiatively based on their prior knowledge and teaching experience, take in new skills, techniques and theories. Teachers gained experience from the teaching subject, teaching objectives, and teaching aids while they were reflecting on their own teaching behavior, as well as from the pre-teaching, while teaching, and post teaching sectors to mature themselves.

C. Strategies for Reflective Teaching

Reflective teaching strategies were suggested by Richard and Longhart (1996) namely *teaching journal,* written or recorded accounts of teaching experiences; *lesson report*, written accounts of lessons which describe the main features of the lesson; *surveys and questionnaires*, activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning; *audio and video recordings,* recordings of a lesson, or part of a lesson; *observation,* tasks completely by a student teacher observing a cooperating teacher's class, or peer observation (i.e., task completed by a teacher visiting a colleague's class); and *action research,* implementation of an action plan designed to bring about change in some aspect of the teacher's class with subsequent monitoring of the effects of the innovation.

D. Advantages and Impediment of Reflective Teaching

Reflection was a significant basis for teachers' professional development. For foreign language teacher, reflective teaching was not only the basis for them to make teaching plans and decisions for action, but also beneficial for them to strengthen their exploration ability, to raise their ability of supervising teaching, to improve their awareness of self-reflection and to construct new teaching beliefs and concepts. Other advantages of reflective teaching stated by Liu and Zang (2014) as follows:

1) Reflective teaching made teachers re-identify their roles. With the constant development of society and education, teachers' roles were taking on a tendency of transforming from knowledge transmitters to teachers with multi-roles.

2) Reflective teaching helped teacher achieves the transformation of teaching beliefs.

3) Reflective teaching promoted the combination of theory and practice. By reflecting on not only their teaching belief, interest, motivation, and morale, but also their teaching methods, materials and media, teachers either query or evaluated their teaching effect, and then corrected the inappropriate teaching action according to the result of reflection.

4) Reflective teaching improved teaching and research skills. Teaching was complicated process, in which teachers apprehended teaching context and reflect on their own cognitive process. They analyzed and evaluated their teaching plans, teaching behavior and their influence on students.

Furthermore, another advantage of reflective teaching was reflective teaching can lead to creative and innovative approaches to classroom and school situation and problems, and this can eventuate into improving learning opportunities for students (Calderhead, 1992 in Al-Ahdal and Al-Awaid, 2014).

On the other hand, there were a lot of advantages that teachers and schools got by implementing reflective teaching. Researchers in the field of reflective teaching (Day, 1993; Van Manen, 1995, Eraut, 1995; Maughan, 1996; Cole, 1997) identified several impediments that prevented teachers in doing reflection. Some of the factors that limited the teachers to reflect in their practice were: lack of time, the view that reflection may sometimes disrupt and detract good performance, unsympathetic colleagues who saw reflection as unnecessary or potentially disestablishing, uncertainty about what will a worthwhile focus for reflection, lack of appreciation, and limited repertoire of reflection skills.

3. DATA ANALYSIS AND DISCUSSION

This study was conducted in SMA Negeri 5 Kendari, Southeast Sulawesi by involving five English teachers in that school as participant. Researcher observed teacher's class, which were five classes. However, questionnaire and semi structured interview was also used in this study as the key instrument (Gay et al., 2011). The data was analyzed by using qualitative data analysis with procedures as followed (Gay et al, 2011):

1) Collecting data from questionnaire, observation, and semi structured interview from English teachers.
2) Reading data several times to develop a deeper understanding about the information supplying by participants.
3) Describing data based on collecting observations, interview data, and questionnaire.
4) The result of questionnaire and semi structured interview was transcribed into text data.
5) Classifying data based on research questions. It was classified into English teachers' understanding on reflective teaching, and it focused on English teaching and learning process in the classroom.
6) Coding data to protect the caution of participants in order to make the data analysis easier. It was presented as follow:

Coding	Interpretation
T1, T2, T3	Teachers as participant of this present study.
#INTRV	The data comes from interview with participants.
#QSTNR	The data comes from questionnaire.
#OBSR	The data comes from observation.

The result of this study showed that teacher's participant explained reflective teaching in their point of view. They defined reflective teaching from contextual, social, experiential or deliberative, and technical perspective. From the questionnaire, it was found that teachers defined reflective teaching differently among each other. However, T1 and T3 had the same opinion about reflective teaching even though it delivered in different words. T1 stated that reflective teaching was the reflection which did by the teacher related to teaching practice and teachers' belief in the classroom. While teacher three (T3) said that reflective teaching was the teaching based on experience, then evaluating our own teaching in order to repair teaching practice, method, technique, and strategy to improve the result of teaching and learning process.

From the above explanations, they defined reflective teaching from the contextual perspective. As Taggart and Wilson (2005) explained that the teachers who reflected in contextual perspective can understand the concepts, contexts, and theoretical bases for classroom practices and they assessed the implication of their action and belief. It meant that the teacher who did reflection in this perspective understood with what they have to do relate to their teaching practice and realized with their belief in teaching.

Teacher two (T2) explained that reflective teaching as one of activity to reflect our teaching practice that can be conducted by ourselves and more important was together with our colleagues at school or at workshop. By doing this, he said that they grow to be a better teacher by sharing their experiences related teaching and discussed about the current issues in teaching. From his explanation given, it can be categorized as the social perspective in viewing the essence of reflective teaching. It was related to the Pollard and Tann (1993) that reflective teaching enhanced through collaboration and dialogue with colleagues. Then, Zeichner and Liston (1996) also stated that the idea of reflection

as social practice and without a social forum for discussion of teacher's idea, their development was inhibited. It meant that reflection also needed a social forum to discuss and share what teachers did related their teaching and learning process to be improved as better teachers.

Teacher four (T4) defined reflective teaching as a teaching to solve the problem in the teaching and learning process based on what he found in the previous teaching activities and rethinking how to solve that problems for improving his quality of teaching. He explained that reflective teaching emphasize on how teacher think back of his/her own teaching experience to make judgment for the future teaching practice. Therefore, it referred to experiential or deliberative perspective of reflective teaching. This perspective was according to Zeichner and Liston (1996); teachers exercised their judgment about various teaching situations while taking advantage of research, experience, institution, and their own values.

Teacher five (T5) on the other side said that "we reflect what we have done after conducting teaching and learning process to improve skills as a teacher, then find strategies and solution to solve the problems through observation in the classroom in order that we can reach the predetermined goals of teaching". By looking the way he explained the meaning of reflective teaching, it referred to reflective from technical perspective. It was in line with what Bartlett (1990) explained about reflective teaching from technical perspective point of view. He said that teachers who reflect within this perspective concerned with what works in the classroom to keep the students quiet, and about possible means for achieving goals or aims of teaching. Beside he focused on how to improve her teaching by finding the best strategies to improve his students' engagement, he also developed the teaching techniques for helping his in improving students' achievement.

From above explanation, it can be seen that all respondent teachers acknowledge the notion of reflective teaching. Although they had different perspective of reflective teaching, all teachers seemed to have good understanding about what means by reflective teaching in their teaching practice.

Besides, based on the questionnaire and interview, it was found that the important of reflective teaching were:

No.	Initials	The Importance of Reflective Teaching
1.	T1	Teachers became more knowledgeable. Teachers became more innovative. Teachers realized learning situation in the classroom while it is boring or not.
2.	T2	Teachers realized their strength and weaknesses. Teachers developed their teaching skills.
3.	T3	Teachers became the model for their colleagues Teachers became the agent of school change. Teachers were wiser in seeing the problems occur.
4.	T4	Teachers continuously improved their knowledge. Teachers became a model of a successful learner. Teachers learnt from his/her own experiences as a learner and teacher.
5.	T5	Teachers realized their attitudes in the class. Teachers knew more about their students. Teachers understood his/her daily practice more.

The above statements were supported by Elder and Paul (1994), explained about the advantages of reflective teaching which considered reflective teachers tend to have willingness to improve teacher teaching quality by trying out new strategies and ideas. Then, Calderhead (1992) also added that reflective teaching could lead to creative and innovative approaches to classroom and school situations. This could eventuate into improved learning opportunities for students. Markham (1999) said that reflective teachers tend to make the use of teachers own learning and teaching experiences to improve their teaching practice. In addition, Farrel (2001) believed that reflective

teacher would develop teachers' cognition about their own teaching practice. They tend to recall, consider, and evaluate their teaching experiences as a means of improving the future teaching quality. In this study, the teachers were asked in the questionnaire and in the interview about their practice of reflective teaching. Below was the table which shown the teacher's practice of reflectivity.

No.	Initials	Teaching Journals	Peer Observation	Video Recording	Students' Feedback	Workshop and Training	Action Research
1.	T1	-	-	√	√	√	√
2.	T2	-	√	-	√	√	√
3.	T3	-	√	-	√	√	√
4.	T4	-	√	-	√	-	√
5.	T5	-	-	-	√	-	√

However, in doing reflective teaching teachers stated in the questionnaire that they had impediments when they practiced reflective teaching from continuously reflect-in, reflect-on, and reflect-for their practice. The table below was shown impediments that teachers faced.

No.	Initial	Impediments that prevent reflective teaching
1.	T1	Lack of training, lack of time
2.	T2	Lack of time, lack of focus
3.	T3	Lack of focus, lack of time
4.	T4	Lack of readiness and open-mindedness, lack of training
5.	T5	Lack of time

The above statements of three teachers about the time were in line with Loughran's explanation. Loughran (1996) explained that there was difficulty associated with learning from reflection that needed to be recognized was time of reflection. The 'when' of reflection (the time of reflection in relation to the pedagogical experience) influenced the learning that might be drawn and after an experience. Then, Pultorak (in Ballard, 2006) stated that teacher education needed preparation for becoming reflective practitioner. Lee (2005) believed that lack of training and education related to reflective teaching may be an obstacle for teachers to develop themselves after finishing their pre-service training program at the university. Furthermore, Cunningham (2001) explained that reflective practice requires a commitment to continue self-development and the time to achieve it. There was needed to be trained in reflective practice and time give to experiment with and master the general process of reflective teaching. He identified that some teachers might not be ready to confront the uncertainty about their teaching philosophies and competence that can be a part of the process.

4. CONCLUSION
Based on the above discussion, there were three majors' conclusion that addressed from research questions namely the teachers' practice on reflective teaching; the advantages in applying reflective teaching; and the factors that impeded teachers' reflection.

First, the question about teachers practice on reflective teaching in the English teaching and learning process. Teachers had several activities related to reflective teaching, most of them did action research and asked students' feedback. Other activities that they did related to reflective teaching were peer observation, video recording, followed workshop or training. However, there was also teacher who read and searched knowledge and theory related to teaching to keep up date with teaching practice. In the observation, it was found that teacher reflected individually. Sometimes they were sharing with their colleague teacher about their teaching or something else related to teaching process. They practice reflection-on, -in, and -for action.

Second question was about the advantages of being reflective in teaching. It can be concluded that all teachers participant understand about the importance of being reflective in teaching. By doing reflection, teachers were more knowledgeable, innovative, and realized learning situation in the classroom while it was boring or not. Then, by doing reflection, teachers learned new things while teaching; they realized what was running well and not while teaching and learning

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process conducting. Furthermore, they could learn from their own experiences as a learner and teacher.

In addition, based on the discussion, researcher concluded that the teachers shown their understanding about reflective teaching. It was seen by teachers' definition about reflective teaching. Teachers had given their perspective about reflective teaching. The perspective was from contextual perspective, experiential or deliberative perspective, and technical perspective.

The last research question was about the impediments that prevent teachers' reflection. Based on the findings and discussions, researcher concluded that there were several impediments that faced by the participants in this study. They were lack of time, lack of training because they did not get any knowledge from lectures related to reflective teaching and lack of readiness and open-minded in reflective activities.

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